

Family reunification as challenge for the Child Welfare System: research, evaluation and implementation of a socio-educational programme.

Coordinated project 2015 - 2018 (EDU2014-52921-C2)

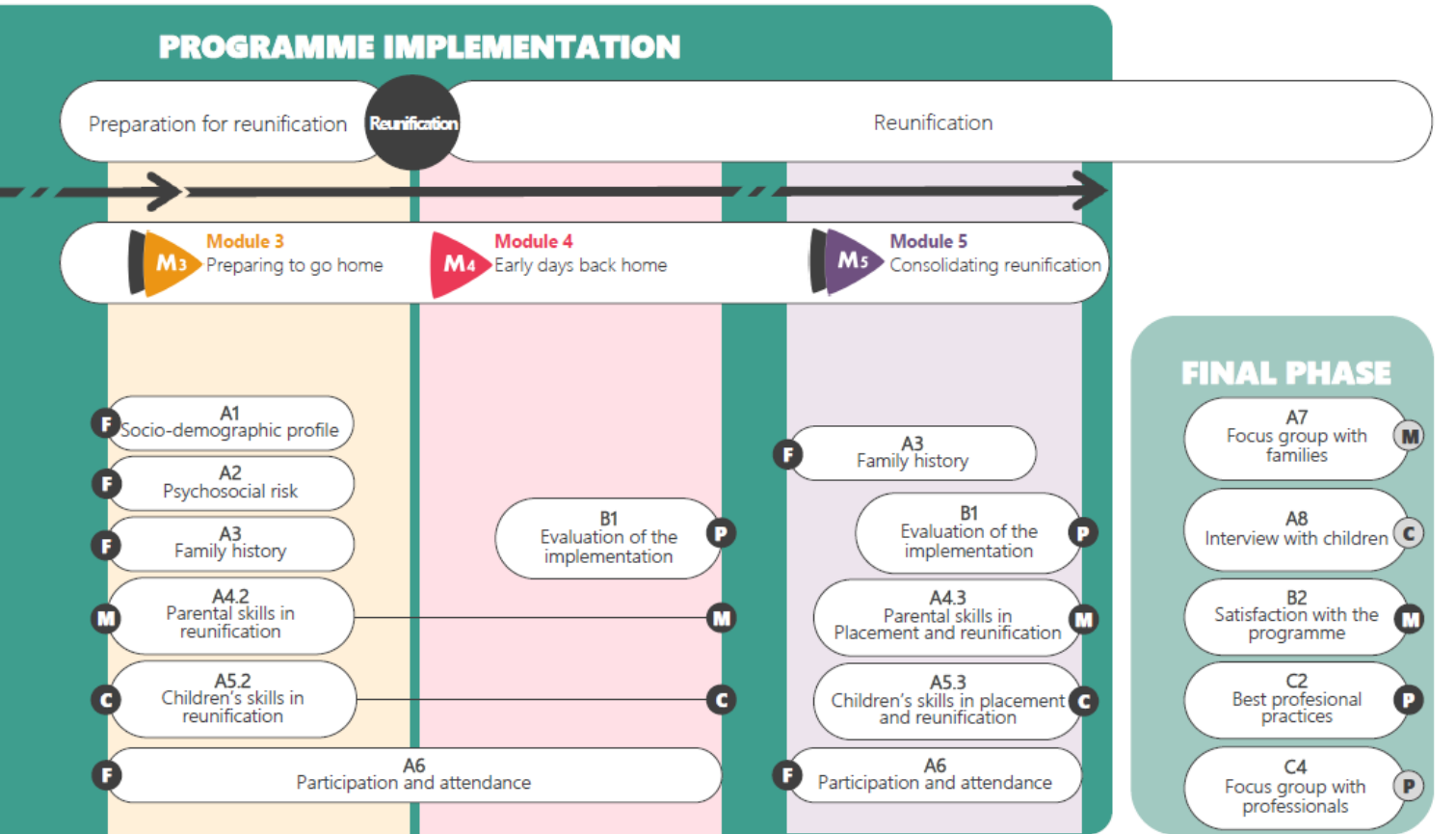
M.Àngels Balsells Bailón (PR), University of Lleida.

Subproject A (EDU2014- 52921-C2-1-R)	Subproyecto B (EDU2014-52921-C2-2-R)
Socioeducative program for family reunification: Best practices to promote child and family participation.	Socioeducative program for family reunification: Evaluation, implementation and development of a group intervention model.
M. Àngels Balsells Bailón (PR), University of Lleida.	Crescencia Pastor (PR), University of Barcelona. Núria Fuentes-Peláez (PR), University of Barcelona.

The aims of the project are:

- 1. To evaluate the “Walking Family: programme of parenting skills during foster care and reunification”.
- 2. To identify the good practices criteria for socio-educational action that fosters family participation and the visibility of the child in their foster care and reunification process.
- 3. To develop a training model to strengthen group intervention in professional socio-educational practices aimed at families and children with prospects of reunification.

Phases of the research



Members of the research team

Subproject A	Subproject B
M. Àngels Balsells Bailón (PR) (Universitat de Lleida) Pere Amorós (Universitat de Barcelona) Carmen Ponce (Universitat Rovira i Virgili) Jaime del Campo (Universitat de Barcelona) Clara Sanz (Universitat de Lleida) Eduard Vaquero (Universitat de Lleida) Aida Urrea (Universitat de Lleida) Julio Rodríguez (Universitat de Barcelona) Paola Milani (Università degli Studi di Padova) Judy Sebba (University of Oxford) Ana Almeida (Universidade do Minho) José Miguel Fernández (Universidade do Minho) Alicia Navajas (Universitat de Lleida) Laura Fernández-Rodrigo (Universitat de Lleida) Laura Magalhães (Universidade do Minho)	Crescencia Pastor (PR) (Universitat de Barcelona) Núria Fuentes-Peláez (PR) (Universitat de Barcelona) Pere Amorós (Universitat de Barcelona) M. Cruz Molina (Universitat de Barcelona) Ainoa Mateos (Universitat de Barcelona) M. Isabel Mateo (Universitat de Barcelona) Anna Mundet (Universitat de Barcelona) Belén Parra (Universitat de Barcelona) Noelia Vázquez (Universitat de Barcelona) Daniela Cojocarui (University of Iasi) Judy Sebba (University of Oxford) Paula Cristina Marques (Universidade do Minho) Ana Maria Carneiro (Universidade do Minho) Anna Ciurana (Universitat de Barcelona) Sara Pérez (Universitat de Barcelona)

Professionals of the Walking Family Programme

Betlem Armengol Valls Cristina Bel Alemany Laia Bertomeu Gil Noelia Bertomeu Garcia Sandra Bertomeu Moreso Teresa Alexandra Brás Monteiro Borges Vanessa Carralero Felipe Cano Cantos Brígida Ceballos Casals Ana María Collado Lizama Liliana da Conceição Costa Rodrigues Edson da Cruz Luís Julia Espada Navarro María Victoria Esquiza Escudero Josep Farnós Vilanova Marina Fernández Carbajo Manel Gamero Romero Glòria García Torras Sandra Hernández Comín Eduardo Herrera Fernández	Aida Homs Bove Carme Latorre Vila Daniel López Ruiz Liliana Maria Magalhães Fernandes Pereira Cecília Maria Martins Jorge Marc Molins Burrull Ana Sofia Paiva Nunes dos Santos Noelia Patiño López Montse Peiretó Torrelles Cristina Pérez Gregorio Sara Pinilla Tabarés Cristina Poy Herrera Pilar Rodrigo Naranjo Silvia Ruiz Lidon Alba Salceda Mesa José María Sánchez Merino Jaime Toledano Sánchez Ana Cristina Vieira Vânia Catarina Vieira Gonçalves
---	--



Walking family

Programme of parental skills during foster care and reunification

Summary of main findings of the Project I+D EDU2014-52921-C2

Family reunification as challenge for the Child Welfare System: research, evaluation and implementation of a socio-educational programme.



Characteristics of the programme

Walking Family is a support programme for specific parenting skills in foster care and reunification. Its main aim is to promote the acceptance and involvement of the welfare measure and to foster and strengthen reunification.

One of the most relevant aspects of the programme is its **group methodology**, as it can be used to convey effective coping strategies for everyday problems. **Walking Family** is characterised by three cornerstones of innovation: **positive parenting and child welfare, child participation and family resilience**.

The programme is developed over 5 modules, each containing 3 sessions. Each session offers activities to do with the children, with the parents and with the family as a unit.



The 5 modules are divided into 2 implementation packs:

Modules 1 and 2 are geared towards supporting families in understanding the measure and improving the quality of visits.

Modules 3, 4 and 5 are aimed at families on the point of reunification and seeks to support them in the changes and adjustments needed to live together well.

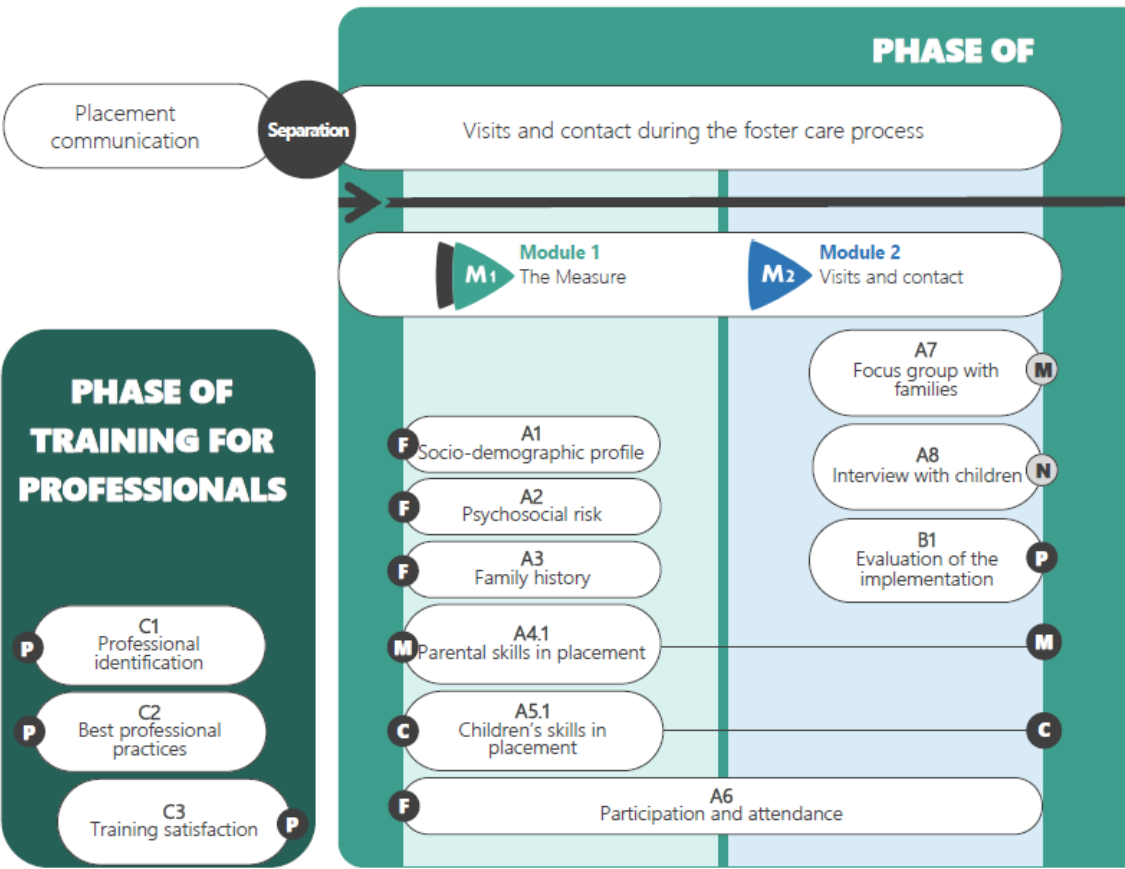
For more information:
www.caminarenfamilia.com
Video of the programme:

Data collection instruments to be completed by professionals according to:

- F Data of Families.
- C Data of Children and Young People.
- M Data of Mothers and Fathers.
- P Data of Professionals.

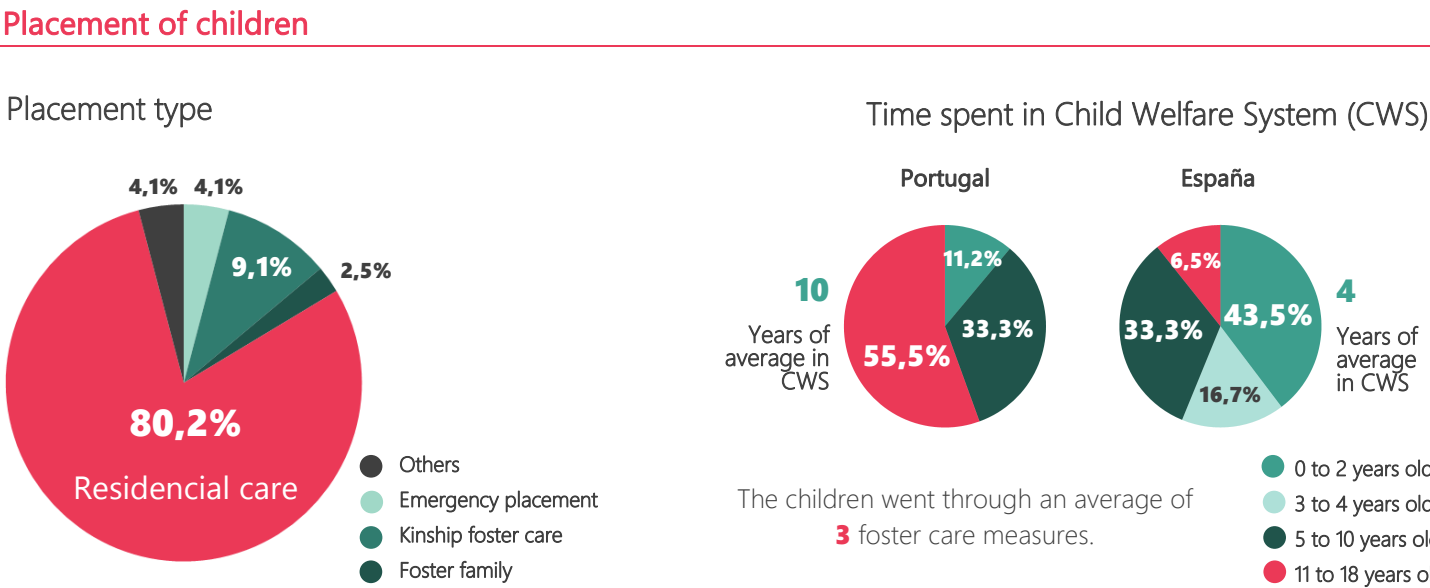
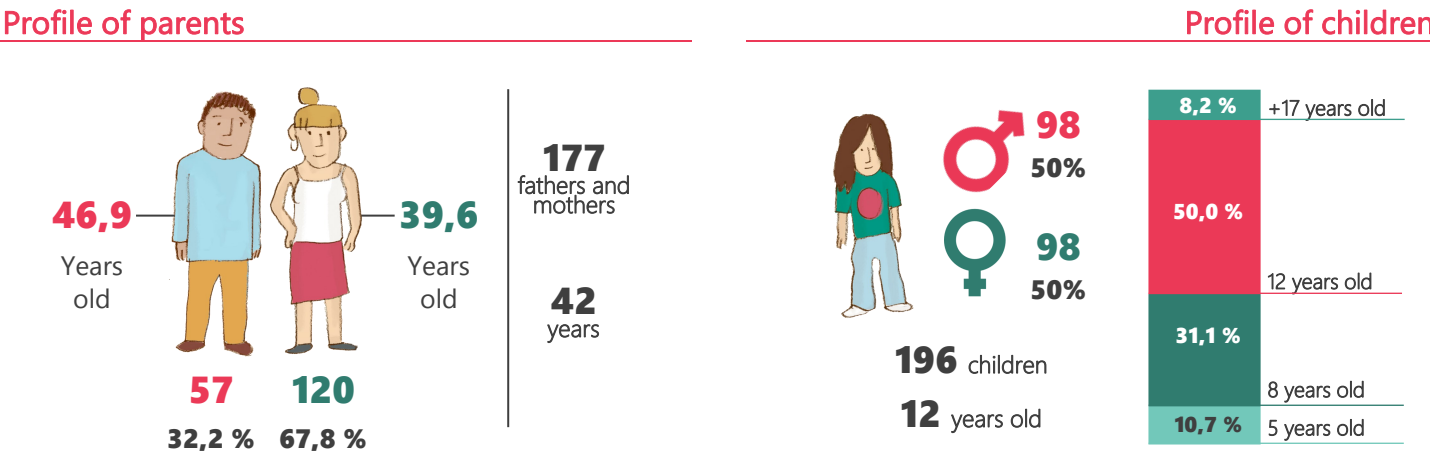
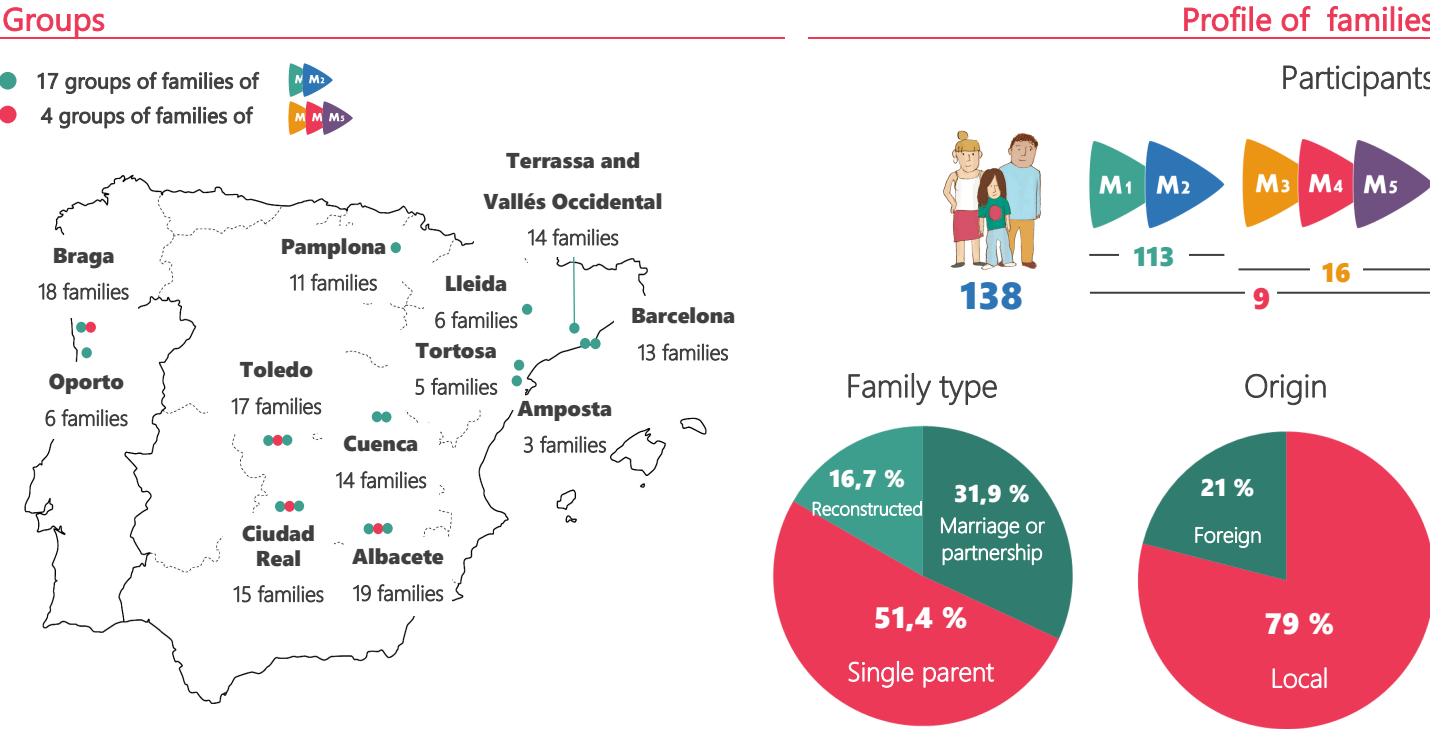
Data collection instruments to be completed by GRISIJ according to:

- P Data of Professionals.
- C Data of Children and Young People.
- M Data of Mothers and Fathers.



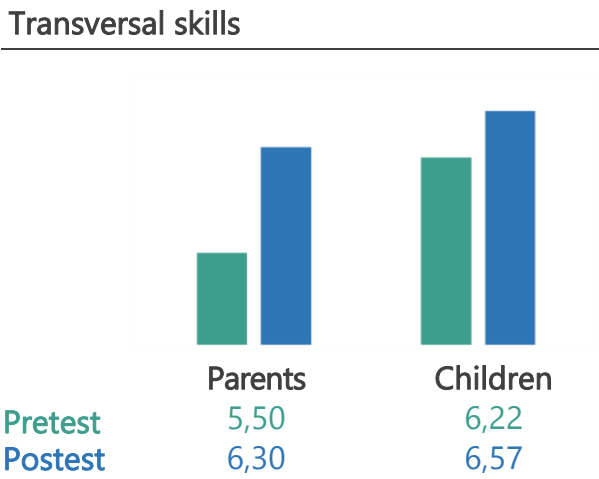
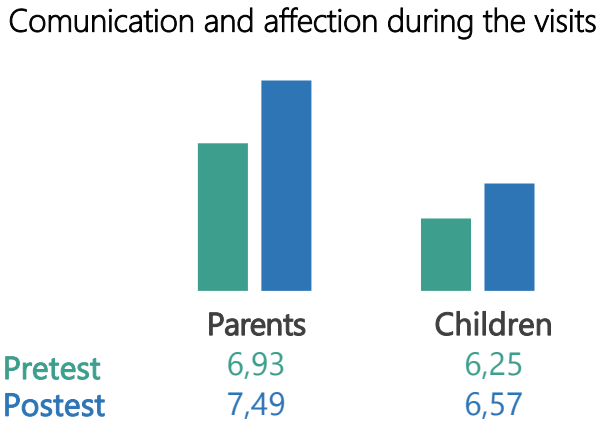
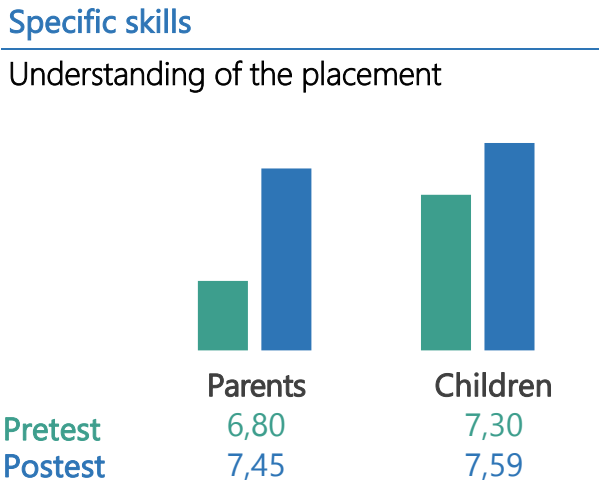
Results from the sample of families

A total of 138 families in Spain and Portugal took part in the research.



Results during foster care

The **specific parenting skills** during foster care are necessary to accept the welfare measure and to take on the visits and contacts in line with the children's needs



Ratings from 0 to 10. Wilcoxon Test ($p < .005$) for all variables

The perception of change of parents is related to the phase of resilience they are experiencing, the methodology and the relationship with the care professional.

"At first, you don't want to understand the expert because you're thinking they're your enemy... and now someone new comes along who's got a good attitude towards you and they tell you things better and you're understanding it."

Focus group of parents

Both children and parents perceive improvements to the communication and climate during the visits. The children feel they are being listened to more by their parents and their interests are respected more.

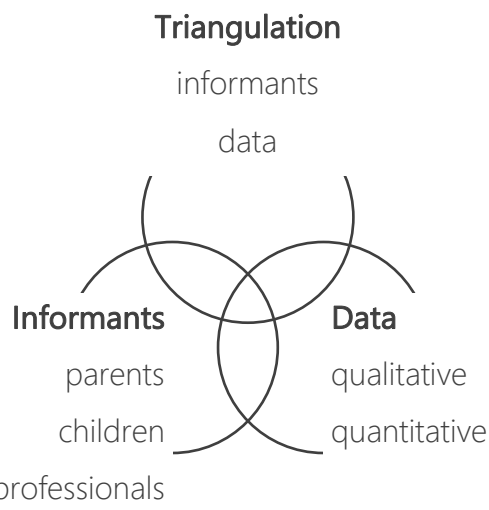
"It's been two visits now that I see them as being better, we talk more and have more fun. Before, we had our arms crossed and we were like 'So how are you?' and a bit bored. Before we didn't talk and now we do."

Focus group of children

The perception of improvement in parenting agency and involvement in education comes from the perspective of strengths, group learning, the group climate and the use of the family notebook.

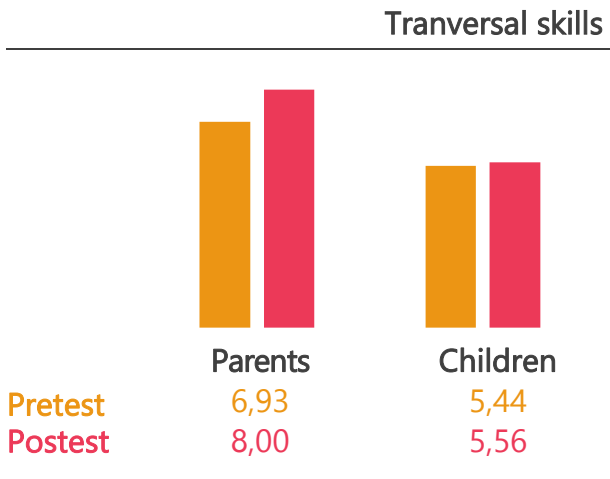
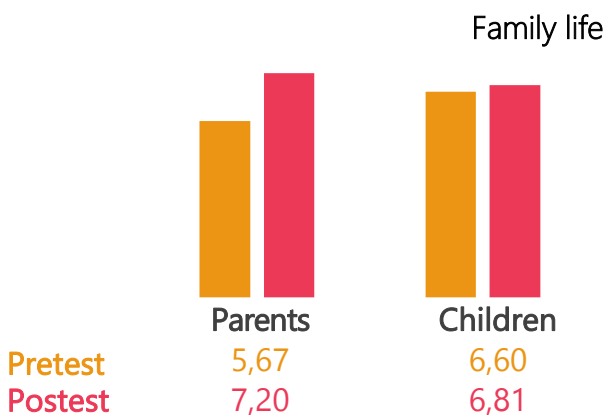
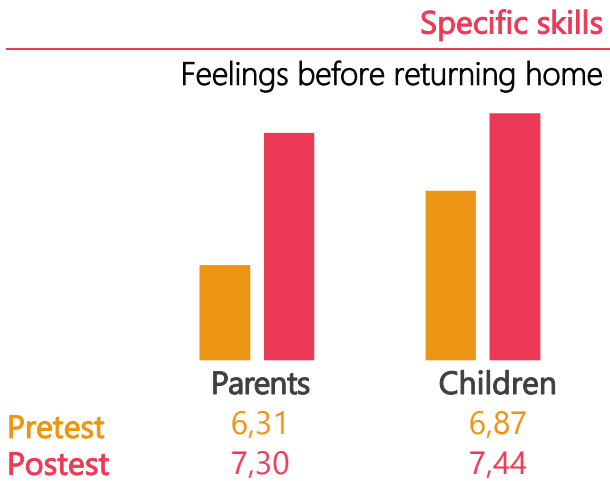
"I've discovered the strengths I had (...) and that's been tremendous, because before as a mother I was nothing, I didn't look after my child. Now I've gained strength, the will to look after him and be able to get him back."

Focus group of parents



Results on returning home

The **specific parenting skills** during the return home are necessary to prepare and strengthen the children's homecoming, incorporating the changes needed to live together as a family.



Families have insecurities and fears at the return home. The parents perceive an improvement in handling their own and their children's emotions, while the children perceive greater ease in expressing their feelings.

"I think that by living with her, we share the emotions she [the mother] has and the ones I have and that helps us."

Focus group of children

Parents and children perceive changes, modifications and adaptations to be able to rebuild living together: greater adaptability by the parents to the children's needs, taking into account the routines they have learned during foster care, and their growth changes.

"My mother didn't know how to share out the household tasks between my sister and me. The course has helped her quite a lot and now she can tackle them and keep order." Focus group of children

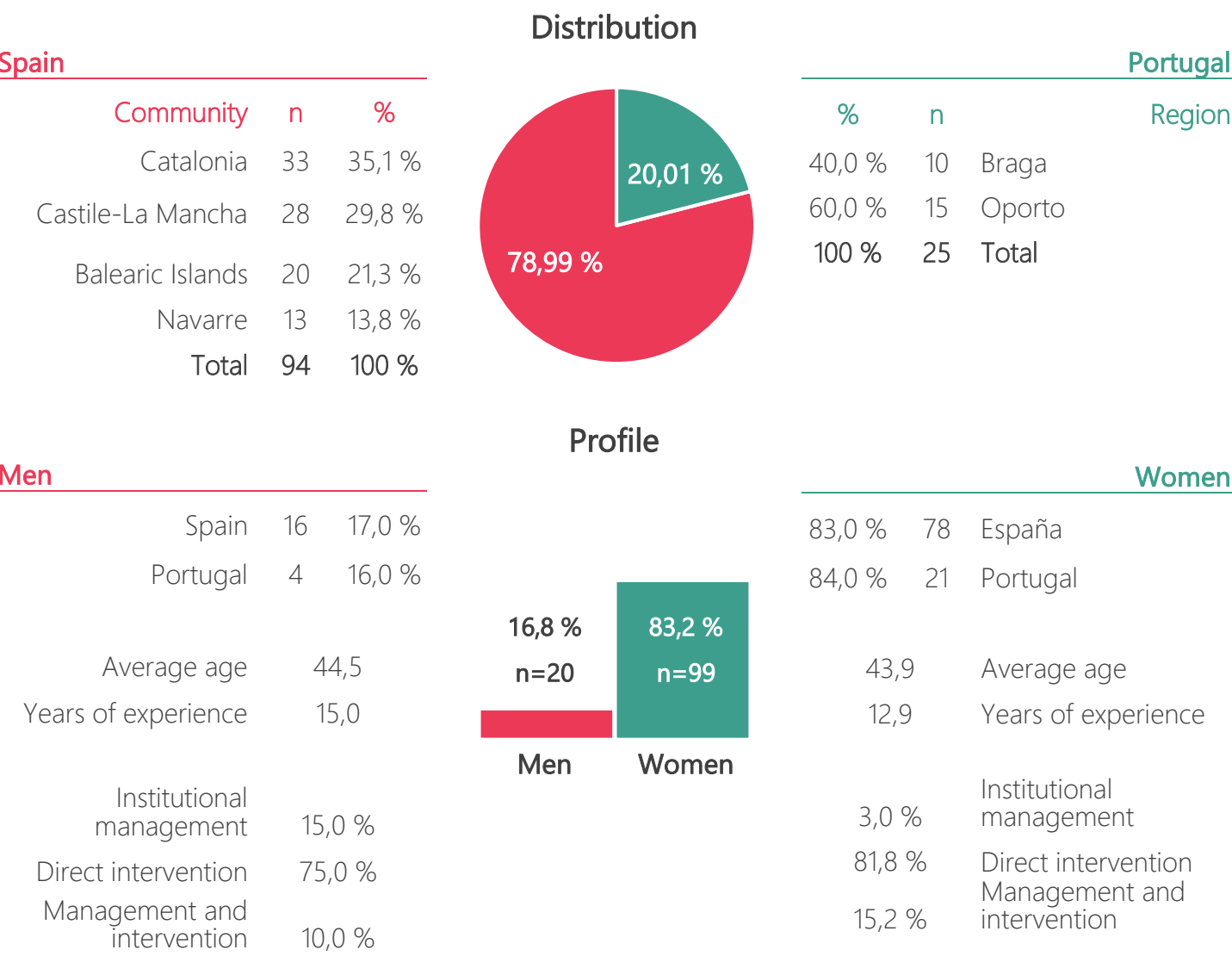
The parents perceive that the programme has helped them in self-evaluation of parenting agency: self-efficacy of the parenting role, improvement to their psychological wellbeing and identification of support resources for their children.

"These sessions have been that bit extra in a struggle that's been going on a long time, with a child who's a teenager; we've been getting things on track, so in my case, it's nothing but thanks."

Focus group of parents

Results from the sample of professionals

A total of 119 professionals of Spain and Portugal took part in the research.



Ratings from 0 to 5. Wilcoxon Test ($p < .005$) for all variables